

Inspection report for early years provision

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| Unique reference number | EY317919 |
| Inspection date | 12/02/2009 |
| Inspector | Olwen Pulker |
| Type of setting | Childminder |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2006. She lives with her 10-year-old child in a village in South Staffordshire, near Wolverhampton. There are shops, a play park and schools within easy walking distance. The whole ground floor of the childminder's house is used for childminding. Access to the house is via a step. There is an enclosed garden available for outside play. The childminder has a dog as a pet.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding five children all of whom attend part-time. Four of these children are in the early years age group. The childminder drives to one of the local schools to take and collect children. She attends the local carer and toddler group on a regular basis and meets with other childminders weekly.

The childminder is a member of the National Childminding Association and of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in a safe and secure environment where they are all offered a balanced range of adult-led and child-initiated activities. The childminder works closely with parents to ensure all children's specific needs are met. She has a good understanding of the Early Years Foundation Stage and meets the specific legal welfare requirements. Planning of activities clearly meets the needs and interests of the children and systematic observations and assessments enable her to securely identify children's next steps. The childminder continuously reflects on her practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the information gained from parents before children attend the setting with particular reference to what the children already know or can do in order to inform initial assessments and planning.

The leadership and management of the early years provision

Children's care, safety and welfare are promoted well as the childminder continues to update her professional skills through attending training workshops, for example, Food Safety, First Aid, Strategies for Physical Management and Personal Care of Children with Disabilities, and Early Years Equality and Diversity. She has recently gained a National Vocational Qualification Level 3 in Care, Learning and

Development and has a strong commitment to further training.

Well-maintained records, policies and procedures are shared with parents and support the childminder to promote positive outcomes for children. The childminder provides a friendly and relaxed environment for parents and children and this helps to ensure that children's individual needs are met on a daily basis. She liaises with other childcare facilities which the children attend and has been informed of future topics and themes in which the children will be involved. Information about children's current achievements is also shared to support planning to consistently enable individual progress towards the early learning goals. Verbal reports, the sharing of children's portfolios and numerous photographs keep parents well-informed and contributes to their involvement in their children's learning at home.

Children's welfare and safety is managed well within the home. The childminder protects children from harm or neglect as she has a clear understanding of the Local Safeguarding Children Board's policies and procedures. In addition, she maintains a record of visitors to the home during childminding hours and is able to identify those with parental responsibility and those who have legal contact with the children. Safety equipment is suitably located to promote children's safety. Risk assessments have been undertaken to ensure children remain safe during activities both inside and outside the home.

The childminder continually monitors and evaluates the provision to ensure that improvements are made where necessary. She produces questionnaires for parents inviting their grading of different aspects of the provision. Recorded comments show that parents value the good standard of care and learning given to their children. For example, 'Since looking after my little boy his speech has developed a lot. Thank you for making our son a very happy little boy' and 'Never have I known childcare to be so dedicated, well thought out and compassionate outside of the family'.

The quality and standards of the early years provision

Children's welfare, learning and development is effectively promoted by the childminder. Children learn how to keep themselves healthy because they have frequent opportunities for both physical indoor and outdoor play activities. They are taught to routinely follow good hygiene practices, such as washing their hands throughout their daily routines. Children eat well as a result of the childminder's prior discussions with their parents about healthy options. They enjoy both the fruit and vegetable snacks provided by the childminder and the packed lunches provided by their parents. Children are helped to keep themselves safe as they learn how to use play equipment correctly and how to cross roads when out walking.

The play space is well planned and arranged to enable children to choose and participate in a range of stimulating activities that meet their play and development needs. The childminder ensures that a good range of activities and play equipment are available to promote equality of opportunity. Additional resources are regularly

borrowed from the toy library to provide more variety and support children's play and involvement in planned topics.

Children's individuality is celebrated and promoted through the childminder's good understanding of child development and relationships with parents. She has written plans that provide simple, yet interesting activities that are adapted to each child's knowledge and understanding of the subject and take into account the children's personal interests. This enables the children to maximise their learning whilst helping them to feel engaged and fulfilled. Parents become involved in the children's learning as they share their cultural background and skills such as cooking traditional dishes with the children or inviting all the families to join celebrations. Although the childminder obtains vital information about children's medical and dietary details before they attend, she does not enquire about what the children know and are able to do. This initially limits the extent of effective planning for their next steps in learning.

The childminder supports children very well to help them make good progress in their personal, social and communication development. Good use of open questions encourage children to think and develop their speech and vocabulary. Mathematical thinking and problem solving skills develop as they sing action songs, play with shape sorters, complete jigsaws and weigh baking ingredients. Children visit the library for story time and borrow books of their choice. They relish using hand puppets to relate favourite stories and begin with 'Once upon a time....'. They engage in a wide range of creative activities, for example, collage and junk modelling and activities such as decorating a tree for the Christmas Tree festival in the local church provides the children with wonderful opportunities to display their skills to family and friends and take part in their community. Children observe living things as they watch the growth of flower bulbs donated by the local garden centre and discover wildlife as they go pond dipping or visit farms. Children take part in a variety of craft activities and food tasting when celebrating different festivals to further promote their understanding of the wider world.

The children have an excellent, loving relationship with the childminder who regularly praises and congratulates them on their progress and achievements to develop their confidence and self-esteem. They share frequent reassuring cuddles throughout the day so children feel secure and valued. House rules help children keep themselves and others safe, and to understand boundaries and respect. The childminder acts as a good role model and children behave very well. Their social skills are further enhanced as they mix regularly with other children and adults at the group sessions they attend with the childminder.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.